

Literacy Plan

The school / district develops, implements, and evaluates a schoolwide literacy plan that communicates a clear purpose, direction, and action plan focused on teaching and learning in literacy.



Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

LITERACY PLAN

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive School wide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. -- from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a school wide literacy plan (See section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I Implementation & Impact Check Plans	INT- PR, T, P, S, C, O -Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview	PORT Portfolio Analysis
CI Curriculum and Instruction Documents	DPT - Departmental Meeting Notes, Minutes, Agendas	CATS Assessment Results
OB Classroom &/or Laboratory Observation	IEP, 504, ESS, G/T -Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans	SW Student Work
PO Supply Requisitions & Purchase Orders	SE - Student Evaluations of Teachers and Course	SYL Course Syllabi
CP Sch./Dist. Comprehensive Improvement Plan		WEB School Websites
TI Textbook and Other Instructional Materials		LP Lesson Plans
		PSP Program Service Plan



- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** -The Nine Elements of Comprehensive School wide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: <i>Kentucky's Literacy Plan</i>
Aligned Curriculum	ACADEMIC PERFORMANCE Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
Multiple Assessments	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
Instruction and Targeted Intervention	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
Literate Environment	LEARNING ENVIRONMENT Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
School/ Family/Community Partnerships	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
Professional Development	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).





ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: <i>Kentucky's Literacy Plan</i>
Literacy Team	EFFICIENCY Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
Valuable Resources	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
Literacy Plan	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

Literacy PERKS: LITERACY PLAN

SISI Standard 9 – Comprehensive and Effective Planning: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. **While *Literacy Plan* relates to SISI Standard 9, the indicators below do not correspond directly to the SISI indicators.**

LITERACY PLAN Indicators Provide data that indicate the extent to which the school's Literacy Plan . . .	SCHOOL DATA SOURCES	RESOURCES
9.1 allocates resources in an equitable way based on student needs.		Organizational Support LD Online PAEC Literacy Matters Tech Matrix The Access Center Intervention Central CAST UDL Book Builder Colorin Colorado
9.2 identifies needed resources and person(s) responsible for the implementation of each activity.		Organizational Support Literacy Coaching Online
9.3 incorporates reading and writing goals.		Organizational Support  Interview: Montgomery Co.  Longest Ele. – Teacher Mentoring

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I Implementation & Impact Check Plans CI Curriculum and Instruction Documents OB Classroom &/or Laboratory Observation PO Supply Requisitions & Purchase Orders CP Sch./Dist. Comprehensive Improvement Plan TI Textbook and Other Instructional Materials	INT- PR, T, P, S, C, O -Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, 504, ESS, G/T -Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE -Student Evaluations of Teachers and Course	PORT - Portfolio Analysis CATS - Assessment Results SW Student Work SYL Course Syllabi WEB School Websites LP Lesson Plans PSP Program Service Plan

LITERACY PLAN Indicators Provide data that indicate the extent to which the school's Literacy Plan . . .		SCHOOL DATA SOURCES	RESOURCES
9.4	is developed with input from all stakeholders who are knowledgeable about the plan.		Organizational Support   Interview: Montgomery Co.  Atkinson Ele. – SBDM Meetings
9.5	is fully implemented.		Organizational Support
9.6	is reviewed and revised periodically using data from sources such as Implementation and Impact checks .		Organizational Support  Casey Co. – PERKS Review
9.7	uses resources (e.g. ESS , FRYSC , university personnel, technology, KY Virtual Library , KY Virtual High School) to maximize literacy efforts.		Technology Resources Additional Technology Resources NCRE: Grants Competitive Grants from KDE Grant Information Community Education Grants Literacy Grants Organizational Support

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I Implementation & Impact Check Plans CI Curriculum and Instruction Documents OB Classroom &/or Laboratory Observation PO Supply Requisitions & Purchase Orders CP Sch./Dist. Comprehensive Improvement Plan TI Textbook and Other Instructional Materials	INT- PR, T, P, S, C, O -Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, 504, ESS, G/T -Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE -Student Evaluations of Teachers and Course	PORT - Portfolio Analysis CATS - Assessment Results SW Student Work SYL Course Syllabi WEB School Websites LP Lesson Plans PSP Program Service Plan

Sample Literacy Plans

Bate Middle School Long Range Literacy Plan 2007-2008

School Name: Bate Middle School	Component: Literacy	Manager: School Literacy Coach Vicky V. Ramey
Goals: 1. Increase the instructional rigor and resulting student performance across all disciplines achieving _____% in annual state performance. 2. To decrease minority achievement gaps by _____% across all disciplines on annual state performance assessments.	Statement of Need: 1. Observations, examination of lesson plans, and classroom walkthroughs indicate the lack of instructional rigor 2. In the reading disaggregated index trend gap in black males stand out: a. males compared to females—66.5/75.9 b. blacks compared to white—56.4/74.7 3. In the writing disaggregated index trend gaps added to the black male are free/reduced lunch: In novice—38/16 In proficient—18/33 4. Walkthroughs indicate a lack in variety of print rich materials in classroom (11/24), of higher order thinking activities (1/24), technology enhancing learning (6/24), and reading/writing across curriculum (1/24). 5. Walkthroughs indicate that oral questioning is the major form of assessment so the school needs to move toward CATs like multiple choice with open response questions 6. Surveying of students indicate little to no active reading instruction or use of collaboration taking place across the disciplines 7. Investigation of teacher use of planning time indicates little to no collaboration among teachers 8. The CATs shows practical/workplace is the lowest sub domain in open response 9. Walkthroughs indicate the need for more technology to be used in instruction and teacher support	
Objectives (measurable): 1. 3.3 Teachers in all content areas are prepared to incorporate reading and writing into their instructional practices. Curriculum is aligned with KY's POS, CC for Assessment, Academic Expectations, Kentucky's Curriculum Framework and Performance Level Descriptions 2. 1.4 Teachers blend into instruction the five strands of reading, writing, speaking/listening/observing, inquiry, and technology-as-communication for a variety of authentic purposes and audiences 3. 2.6 /3.20 Instruction and assessments directly relate to the Academic Expectations, Program Of Studies, Kentucky Core Content for Assessment, and to the goals of the Literacy Plan 3. 3.11 teachers provide explicit instruction on how reading and writing can help them in each content area. 4. 3.9 Teachers implement instruction focused on the application of critical thinking skills. 5. 4.8 A variety of types of texts and visual resources, relevant to the content area are available for student use with a specific emphasis on practical/workplace resources. 6. 3.15 teachers provide opportunities for students to use variety of technology tools to extend learning.		

Evidence of Success (for each objective):

1. All staff participate in summer professional development and ongoing coaching
2. 100% of teachers across the curriculum understand how to incorporate and regularly incorporate effective literacy strategies as evidenced by lesson plans, observation, and analysis of student work
3. All lesson plans are designed around core content standards and reflect evidence of embedded research-based content literacy strategies.
4. Observations reflect evidence of implemented content literacy strategies as planned, and student performance increases
5. The monthly learning checks will be CATs like, the data will be examined using the tuning protocol, and this data will be used to plan instruction.
6. Observations reflect consistent implementation of reading and writing in all classrooms is evidence through school walkthroughs
7. Observations of classrooms reflect a print rich environment with a variety of alternative text at different grade levels. (4.8)
8. Portfolio of regular email contact with teachers and district; use of blogs and wikis to support learning and sharing; distance network process, and distance contact with mentor coach.

Strategies (link to objectives and SIS):

1. All staff participate in a Summer Renewal Institute
2. Teachers will have a common planning time for weekly collaboration
3. All staff participate in protocol for analysis of student work (3.16)
4. Guided Planning Meetings
5. Teachers design units which incorporate reading, writing, speaking/listening/observing, inquiry, and technology as a means to access information and communicate understanding.(1.4)
6. (a) Teachers design units which incorporate targeted content literacy strategies. (3.9)
(b) Teachers implement/provide explicit instructional support for targeted content literacy strategies
7. Teachers design units of study which incorporate a variety of **relevant** alternative text (i.e. gender, race, interest, etc) and resources at different grade levels with a specific emphasis on practical/workplace resources (i.e. newspapers, magazines, brochures, picture books, etc.) (4.8)
8. Technology to support teacher learning and communications

Principal
School Literacy Coach
Teachers
CTL Mentoring Staff

Time Frame:

1. June 11-12, 2007
2. Summer
3. Aug-May, 2007-2008
4. Aug-May, 2007-2008
5. Aug-May, 2007-2008
6. Aug.-May, 2007-2008
7. Aug.-May, 2007-2008
8. Aug.-May, 2007-2008

Formal Reflection on Progress

End of 06-07 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress

Meeting Date:

What goals and objectives has the school been working on?	What measurable evidence do you see of progress toward goals and objectives?	What next steps and adjustments are required to continue progress toward goals and objectives?
<ol style="list-style-type: none"> 1. Examining assessments and data—used for planning instruction 2. Learning checks each month 3. Walk-throughs—increase technology, Stating objectives and standards to students, print rich environment, alternatives to textbooks (decrease in worksheet and lectures) 4. Thorough lesson plans that meet the needs to students that need modifications and differentiated instruction, 5. Reading across the curriculum, 6. Collaboration 	<ol style="list-style-type: none"> 1. Examined KCCT scores segregated scores, comparison to surrounding schools, chose mentor students, in-services on planning 2. January monthly Learning Check Gap Analysis compared to Spring 2006 KCCT Score: 6th Reading: 95/81; 7th Reading: 91/81; 8th Reading: 130/75 3. technology: 33%/18%; objectives: 29%/81%; print rich environment:74%/77% 4. Mr. Godbey handing back lesson plans with comments posted 5. See evidence book 6. Collaborative lesson plans turned in to Mr. Godbey 	<ol style="list-style-type: none"> 1. Needs to work with teachers on strategies for improvement 2. Tuning Protocol 3. Getting the projectors hung 4. New lesson plans template 5. More coaching with collaborative lesson planning 6. In-services geared to collaboration

Fall 07-08 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress
Meeting Date:

What goals and objectives has the school been working on?

What measurable evidence do you see of progress toward goals and objectives?

What next steps and adjustments are required to continue progress toward goals and objectives?

Winter 07-08 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress
Meeting Date:

What goals and objectives has the school been working on?

What measurable evidence do you see of progress toward goals and objectives?

What next steps and adjustments are required to continue progress toward goals and objectives?

**North Bullitt High School
Long-Range Literacy Plan – 2007-2008**

School Name: North Bullitt High School	Component: Literacy	Manager: School Literacy Coaches
<p>Goals: Enhance the instructional rigor and resulting student performance as evidenced by an increase in the total academic performance index of 7 points by end of 07-08 biennium. Enhanced rigor will also result in a decrease in the academic gaps experienced by students with free/reduced lunch and students with disabilities.</p>	<p>Statement of Need:</p> <ol style="list-style-type: none"> 1. Observations, examination of lesson plans, and classroom walkthroughs indicate a lack of instructional rigor and intentional focus on the Program of Studies and Core Content for Assessment 2. According the CATS data for 2006, a large percentage of students are scoring beneath the Proficient level: <ul style="list-style-type: none"> • Reading 65% below proficiency • Math 80% below proficiency • Science 70% below proficiency • Social Studies 69% below proficiency • Writing 70% below proficiency • Arts and Humanities 67% below proficiency 3. Examination of open response data reveals that the school mean for assessed areas falls in the less than 2 range. This suggests problems with responding at higher levels with critical thinking. <ul style="list-style-type: none"> • Reading 2.1 • Math 1.6 • Science 1.6 • Social Studies 2.0 • Arts and Humanities 1.8 • Practical Living/Vocational Studies 1.9 4. According to the CATS data for 2006, significant gaps exist in all academic areas for both Free/Reduced Lunch and students with disabilities. 	

Objectives (measurable):

Objective 1- PERKS 1.1- Curriculum and instruction is aligned with core content and program of studies and is implemented in 100% of classes across the curriculum with accountable oversight; and provides a common academic core for **ALL** students. (**NEED STATEMENTS 1 and 4**)

Objective 2 PERKS 3.3- 100% teachers across the curriculum will incorporate reading and writing into their instructional practices

Objective 3 PERKS 2.6 – 100% of assessments directly relate to the Program of Studies, Core Content for Assessment, and Performance Level Descriptions

Evidence of Success (for each objective):

OBJ. 1 and 2 - All students regularly receive instruction that is developed around core content standards and using content literacy strategies, as evidenced by classroom observations, walk-throughs and analysis of student work.

OBJ. 2 - 100% percent of teachers across the curriculum have been trained in and are implementing effective literacy strategies to support Core Content learning, as evidenced by lesson plans, classroom observation, walk-throughs and analysis of student work

OBJ. 3 - All assessments and lesson plans are developed around core content standards; are implemented as planned; and student performance is monitored to determine the effectiveness of that instruction, as evidenced by unit plans, assessments and analysis of student work.

OBJ. 3 – Student performance indicates that all students are performing at higher levels (increased rigor and use of critical thought processes) than previously expected, as evidenced by CATS data and formative and summative classroom assessments.

Strategies (link to objectives and SIS!):

1.1 Completion of curriculum alignment with Core Content for Assessment 4.1

1.2 Instruction in and discussion of the implementation of the aligned curriculum with Core Content for Assessment 4.1.

1.3 Accountable oversight of curriculum alignment and instruction, including administrator's examination of lesson plans, classroom observations, walkthroughs, academic dialogue, and teachers' professional growth plans.

2.1 Development and training of Literacy Team composed of at least one member of each of the core content areas.

2.2 Two-day Summer Renewal Training in Literacy Strategies for all staff; **follow up with teachers via email.**

Persons Responsible:

1.1 District Curriculum Coach/Principal/Department Chairs

1.2 District Curriculum Coach/Principal/Department Chairs Literacy Team

1.3 Principals

2.1 Principal/Literacy Coaches/ Collaborative for Teaching and Learning

2.2 Literacy Coaches/Collaborative for Teaching and Learning

1.1 August 2007

1.2 Ongoing 2007-2008

1.3 Ongoing 2007-2008

2.1 June 2007

2.2 August 2007

<p>2.3 New Teacher Training in Literacy Strategies including ongoing communication via email.</p> <p>2.4 Monthly department meetings with all teachers to discuss: understanding of core content indicators, how to incorporate literacy strategies in upcoming units, and analysis of student work with instructional leadership in attendance</p> <p>2.5 Voluntary “book group” discussions.</p> <p>2.6 Regular distance communication with mentor coach to support objective 2</p> <p>2.7 Explore possibility of using blogs and or wikis to support sharing among literacy team, Literacy Coaches, and technical support</p> <p>3.1 All teachers will receive training in Open Response Questioning, Depth of Knowledge (DOK) and the Portfolio Process.</p> <p>3.2 All students will receive instruction and assessment at all levels of Depth of Knowledge.</p> <p>3.3 All students will respond to Open Response Questions monthly in each content area linked to current studies and used for both formative and summative assessments.</p> <p>3.4 Formal assessments will be aligned to Core Content for Assessment 4.1.</p> <p>3.5 Students will receive constructive feedback on Open Response Questions via a rubric. Teachers will use the evidence for follow-up instruction on Core Content and Open Response techniques, such as critical reading of the prompt and answering all parts of the question.</p>	<p>2.3 Literacy Coaches</p> <p>2.4 Principal/Literacy Coaches/ Literacy Team/ Department Chairs</p> <p>2.5 Literacy Coaches</p> <p>2.6 Literacy Coaches</p> <p>2.7 Literacy Coaches</p> <p>3.1 District/District Curriculum Coach/Principal/ Writing Cluster Leader</p> <p>3.2 All teachers</p> <p>3.3 All teachers</p> <p>3.4 All Teachers</p> <p>3.5 All teachers</p>	<p>2.3 August 2007</p> <p>2.4 Ongoing 2007-2008</p> <p>2.5 Ongoing 2007-2008</p> <p>2.6 Ongoing 2007-2008</p> <p>2.7 Ongoing 2007-2008</p> <p>3.1 December 2007</p> <p>3.2 Ongoing 2007-2008</p> <p>3.3. Ongoing 2007-2008</p> <p>3.4 Ongoing 2007-2008</p> <p>3.5 Ongoing 2007-2008</p>
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Formal Reflection on Progress

End of 06-07 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress

Meeting Date: HOW ARE WE GOING TO DO THIS with a new document or with the whole year?

What goals and objectives has the school been working on?

What measurable evidence do you see of progress toward goals and objectives?

What next steps and adjustments are required to continue progress toward goals and objectives?

Fall 07-08 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress
Meeting Date:

What goals and objectives has the school been working on?

What measurable evidence do you see of progress toward goals and objectives?

What next steps and adjustments are required to continue progress toward goals and objectives?

Winter 07-08 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress
Meeting Date:

What goals and objectives has the school been working on?

What measurable evidence do you see of progress toward goals and objectives?

What next steps and adjustments are required to continue progress toward goals and objectives?

**Bullitt Central High School
Long-Range Literacy Plan – 2007-2008**

School Name: Bullitt Central	Component: Literacy	Manager: School Literacy Coach
Goals: Increase the instructional rigor and student performance – achieving a total academic index increase of 5 points.	Statement of Need: Only nine percent (9%) of students with disabilities as compared to thirty-five percent (35%) without disability scored proficient and distinguished in reading. Twenty-two percent (22%) of all students scored at the novice level Observations, surveys, and walkthroughs indicate a lack of instructional rigor Surveying of students indicated 46% of students read less than one hour a day outside of a reading or English language arts class. Little or no collaboration of literacy strategies is taking place during planning time	
Objectives (measurable): Teachers will incorporate reading and writing into their instructional practices. PERKS 3.3 Curriculum is aligned with core content and program of studies and is implemented. PERKS 1.1 Teachers actively engage students in the five strands of reading, writing, speaking/listening/observing, inquiry, and technology-as-communication in order to build a wide range of literacy experiences for a variety of authentic purposes and audiences by using the literacy strategies and other strategies specific to their content. PERKS 1.4 Teachers analyze students’ performance, provide timely feedback, and adjust instruction accordingly. PERK 3.7		
Evidence of Success (for each objective): 100% of teachers will participate in Literacy Trainings as evidenced by sign in sheets. 100% of teachers (across core content) will demonstrate the incorporation of effective literacy strategies as evidenced by Course Binders, observations, walkthroughs, and student work analysis. 100% of teachers will analyze students’ performance, provide feedback and adjust instruction as evidenced by minutes of Wednesday Meetings, Curriculum Binders, walkthroughs and observations.		

<p>Strategies (link to objectives and SIS!): All teachers will attend the summer training or training provided by the literacy coaches. New teachers will participate in a new teacher training on literacy strategies</p> <p>Guided “Wednesday” monthly meetings with all teachers to discuss implementation and success of literacy strategies and analyze student work with instructional leadership in attendance. Walkthroughs will be conducted using the protocol instrument to determine the implementation of effective literacy strategies. Literacy Leadership Team Meetings will be explored to discuss implementation and Long Range Literacy Plans.</p>	<p>Persons Responsible: Literacy Coaches/Administrators</p> <p>Literacy Coaches/Administrators</p> <p>Literacy Coaches/Administrators</p> <p>Literacy Coaches/Administrators</p> <p>Literacy Coaches/Administrators</p>	<p>Time Frame: By end of first semester</p> <p>By end of first semester</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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Formal Reflection on Progress

End of 06-07 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress

Meeting Date:

What goals and objectives has the school been working on?

What measurable evidence do you see of progress toward goals and objectives?

What next steps and adjustments are required to continue progress toward goals and objectives?

Fall 07-08 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress
Meeting Date:

What goals and objectives has the school been working on?

What measurable evidence do you see of progress toward goals and objectives?

What next steps and adjustments are required to continue progress toward goals and objectives?

Winter 07-08 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress
Meeting Date:

What goals and objectives has the school been working on?

What measurable evidence do you see of progress toward goals and objectives?

What next steps and adjustments are required to continue progress toward goals and objectives?

East Jessamine Middle School

Long-Range Literacy Plan – 2007-2008

School Name: East Jessamine Middle	Component: Literacy	Manager: School Literacy Coach
Goals: Improve the responsiveness of instructional programs resulting in quality integration of literacy strategies and improved student performance in reading and writing across all disciplines A. Improve implementation of formal writing activities across the disciplines <ul style="list-style-type: none">• Better topics for writing• More regular integration of writing into content areas• Direct observation of improved writing instruction B. Intentional integration of effective reading and writing strategies to support content learning <ul style="list-style-type: none">• lesson plans that regularly indicate integration of effective literacy strategies C. Provide instruction that is based on evidence available about student learning	Statement of Need: Priority Need: Authentic Writing instruction designed to meet the needs of all students; reduce the achievement gap while including rigor and a reading and writing connection with instructional decisions based on formative assessments. Causes and Factors: 1 – Examination of writing on demand and portfolio scores indicate a need for writing for authentic purposes inside all disciplines (with the exception of mathematics where writing to learn and demonstrate learning are the focus) as a part of on-going instruction. 2 – Even though writing scores have increased significantly, examination of academic index indicators indicate a gender and poverty gap while also showing that improved student writing was not the focus of ESS 3 – Based on the academic index scores, there is a broad gap between reading (83.1314) and writing (49.0300) performance. Thus indicating lack of rigor; lack of understating of criteria for proficient writing, different genres, and the reading/writing connection. 4 – Anecdotal evidence supports that instructional decisions are primarily based on summative assessment rather than formative assessments	
Objectives (measurable): Writing will be integrated for authentic purposes across the content areas. Both Formative and Summative assessments will be used to guide instructional decisions. PERKS 1.10 includes students' use of the reading and writing process and application of these processes for effective reading and writing over time. PERKS 1.11 includes students' use of writing process and application of the criteria for effective writing in various situations. PERKS 1.12 includes writing for a variety of purposes (e.g., writing to learn, writing to demonstrate learning) and audiences (e.g., writing for authentic purposes and audiences). PERKS 1.14 is assessed by formal (e.g., tests, on demand writing, writing portfolio) and informal (e.g., dialog journal entry, reading response, journal, retellings, running records, checklists, anecdotal records, conferencing) evaluation techniques.		

PERKS 2.6 assessments directly relate to the **Program of Studies, Core Content for Assessment, and Performance Level Descriptions** and to the goals of the Literacy Plan.

PERKS 2.7 CATS scores indicate that the number of novice readers and writers is declining showing improvement over time.

PERKS 2.12 results of multiple assessments, both **formal** and **informal**, guide instructional decisions and selection of appropriate strategies.

PERKS 3.3/3.5 teachers are prepared to incorporate and intentionally connect reading and writing into their instructional practices

Evidence of Success (for each objective):

- Increase the overall number of students scoring at the proficient level for writing by
- Decrease the overall novice rate in writing by 39%.
- Increase the overall number of males scoring at the proficient level for writing
- Decrease the overall novice rate of males in writing by 47%
- Increase the overall number of students identified as free/reduced lunch approved scoring at the proficient level for writing
- Decrease the overall novice rate of student identified as free/reduced lunch approved in writing by 55%
- Students are engaged with rigorous and authentic writing activities in all content areas
- All teachers are implementing writing to learn strategies intentionally into their lesson plans across the curriculum
- ESS teachers are implementing writing to learn strategies into the curriculum
- Teachers will be implementing the CTL Student work protocol study guide to guide instructional decisions and selection of appropriate strategies
- Both summative and formative assessments are being used to guide instructional decisions
- Students are writing for a variety of purposes and audiences
- Students will make connections and will be aware of the relationship between writing and reading
- Teachers are incorporating the use of a writing wheel to assist with planning for a variety of purposes and audiences
- Anecdotal notes/records such as the walk through document will show an increased number of teachers incorporating content literacy strategies and opportunities for writing into daily lesson plans

Strategies (link to objectives and SISI):	Persons Responsible:	Time Frame:
<ul style="list-style-type: none"> • Summer Renewal Training • New Teacher Training • Guided Planning meetings – monthly with all teachers bringing student work with instructional leadership in attendance (possible to receive flexible Professional Development) • Formal Analysis of Student Work (CTL Student Work Protocol Study Guide) • Professional Development based on needs determined by analysis of current samples – including the use of technology such as blogs or wikis to support learning and sharing • Implementation of various content literacy strategies • Development of Literacy Team (cross-discipline) – with regular email communication and distance dialogue with all teachers • Promote academic dialogue among teachers through study groups to focus on topics such as the use of writing to learn, etc... • Draw on distance contact with mentor coach from CTL as a resource to support ongoing improvement 	<ul style="list-style-type: none"> • Regina Sandberg/Catherine Rubin • Regina Sandberg • Regina Sandberg • Teachers • James Botts/Writing Cluster Leader/SAC leaders • Teachers monitored through Administration using e-walk data • SBDM council • Regina Sandberg • Regina Sandberg/Catherine Rubin 	<ul style="list-style-type: none"> • June 4 and 5, 2007 • Summer 2007 • August 2007 – May 2008 • Spring 2007 – May 2008 • Fall 2007 • Spring 2007 • Spring 2007 • Fall 2007 • Fall 2007

Formal Reflection on Progress

End of 06-07 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress

Meeting Date: May 2007

What goals and objectives has the school been working on?

Goals:

Improve the responsiveness of instructional programs resulting in quality integration of literacy strategies and improved student performance across all disciplines

What measurable evidence do you see of progress toward goals and objectives?

- PAS reading data- administered in January and March 2007
- E-walk data (to be provided by Administration)

What next steps and adjustments are required to continue progress toward goals and objectives?

- Summer Renewal training – June 4 and 5, 2007
- New Teacher Training
- Training of SAC's for analysis of student work (CTL Student Work Protocol Guide)
- Formation of study groups to generate academic dialogue regarding the focused use of content literacy strategies
- Guided Planning monthly meetings having a more focused plan – writing to learn concept
- Lesson plans need to have more intentional implementation of content literacy strategies and opportunities for authentic writing

Fall 07-08 School Year – Meet with Literacy Team to review goals and objectives, status of strategies, and evidence of progress
Meeting Date: September 2007

What goals and objectives has the school been working on?	Evidence of Success (for each objective):	What next steps and adjustments are required to continue progress toward goals and objectives?
<p>Goals: Improve the responsiveness of instructional programs resulting in quality integration of literacy strategies and improved student performance in writing across all disciplines</p> <p>Objectives:</p> <ul style="list-style-type: none"> includes writing for a variety of purposes (e.g., writing to learn, writing to demonstrate learning) and audiences (e.g., writing for authentic purposes and audiences). Writing will be integrated for authentic purposes across the content areas. Both Formative and Summative assessments will be used to guide instructional decisions. 	<ul style="list-style-type: none"> Increase the overall number of students scoring at the proficient level for writing Decrease the overall novice rate in writing by 39%. Increase the overall number of males scoring at the proficient level for writing Decrease the overall novice rate of males in writing by 47% Increase the overall number of students identified as free/reduced lunch approved scoring at the proficient level for writing Decrease the overall novice rate of students identified as free/reduced lunch approved in writing by 55% Students are engaged with rigorous and authentic writing activities in all content areas All teachers are implementing writing to learn strategies intentionally into their lesson plans across the curriculum ESS teachers are implementing writing to learn strategies into the curriculum Teachers will be implementing the CTL Student work protocol study guide to guide instructional decisions and selection of appropriate strategies Both summative and formative assessments are being used to guide instructional decisions Students are writing for a variety of purposes and 	<ul style="list-style-type: none"> Updating the training of teachers for analysis of student work (CTL Student Work Protocol Guide) Professional Development based on needs determined by analysis of current samples Promote academic dialogue among teachers through study groups to focus on topics such as the use of writing to learn, etc...

audiences

- Students will make connections and will be aware of the relationship between writing and reading
- Teachers are incorporating the use of a writing wheel to assist with planning for a variety of purposes and audiences
- Anecdotal notes/records such as the walk through document will show an increased number of teachers incorporating content literacy strategies and opportunities for writing into daily lesson plans